

Term Information

Effective Term Spring 2015

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3200H
Course Title Honors Nationalism and Ethnicity
Transcript Abbreviation Natnlism & Ethnict
Course Description This course explores socio-political identities – especially ethnicity and nationality – from a comparative perspective. Drawing upon theories from political science, psychology, anthropology, sociology, and economics, we will study the origins and characteristics of these identities, as well as their consequences for democracy, economic development, and violent conflict.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Individual and Groups; Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students understand the benefits and limitations of different disciplinary perspectives.
- Students understand the benefits of synthesizing multiple disciplinary perspectives.
- Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Content Topic List

- Studying Nationalism and Ethnicity
- The Nature of Identity
- Qualitative Research
- Identity as the Dependent Variable
- Relationship b/w Nationalism and Ethnicity
- Identity as the Independent Variable

Attachments

- 3200H_Syllabus.pdf: 3200H syllabus
(Syllabus. Owner: Smith,Charles William)
- 3200H_GEAssessment.pdf: 3200H GE assessment plan
(GEC Course Assessment Plan. Owner: Smith,Charles William)
- 3200H_HonorsJustification.pdf: honors justification
(Statement of Qualitative Difference. Owner: Smith,Charles William)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	03/31/2014 11:43 AM	Submitted for Approval
Approved	Herrmann,Richard Karl	03/31/2014 11:57 AM	Unit Approval
Approved	Haddad,Deborah Moore	03/31/2014 12:24 PM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Nolen,Dawn Vankeerbergen,Bernadette Chantal	03/31/2014 12:24 PM	ASCCAO Approval

Honors Nationalism and Ethnicity

POLITSC 3200H

Professor: Amanda Lea Robinson
Email: robinson.1012@osu.edu
Office: Derby Hall 2080
Office hours: Tuesdays 2pm-4pm
Or by appointment

COURSE DESCRIPTION

This course explores socio-political identities – especially ethnicity and nationality – from a comparative perspective. Drawing upon theories from political science, psychology, anthropology, sociology, and economics, we will study the origins and characteristics of these identities, as well as their consequences for democracy, economic development, and violent conflict. The course materials will be largely theoretical, but build on cases from around the world. The course will also focus on introducing and using standard methods in social science research, and students will engage in hands-on learning of both qualitative and quantitative empirical methods.

Because this is an honors seminar, there is a fairly heavy reading load and a high level of engagement by students is expected. Class meetings will be largely focused on group discussion with very little lecturing by the professor. For this to be productive, you must read and think critically about assigned readings before we meet, as well as speak up and engage with your fellow students during class. The discussion-based class format and the in-class debate will develop and strengthen critical thinking, confidence in public speaking, respectful and constructive debate skills, and competence in analytical argumentation. The two research methods assignments, and the final exam, will develop students' research and writing skills.

GENERAL EDUCATION DESIGNATIONS

This course fulfills a General Education (GE) requirement as a Cross-Disciplinary Seminar. The goal of this type of GE course is for students to “demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.” The expected learning outcomes are:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

To achieve these expected outcomes, our study of nationalism and ethnic politics will include literature published in top academic journals and presses from multiple disciplines. Students will be expected to identify the advantages and disadvantages of different disciplinary approaches to the study of identity, as well as to synthesize those different approaches into a unified framework of knowledge, in both in-class discussions and in the final exam.

The course also fulfills a General Education (GE) requirement in Social Science: Individuals and Groups. The goal of this type of GE course is for students to “understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.” The expected learning outcomes are:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

To achieve these learning outcomes, we will read scholarship utilizes a variety of social science methods to understand the origins, persistence, and implications of social identification in general, and ethnic and national forms of group identification in particular. In addition, student research projects will evaluate the students’ ability to apply the social scientific method to real data and make a compelling argument based on their findings. By studying particular instances of these general processes across many different regions of the world, students will come to appreciate both the commonalities in social identity formation and functioning across cultures, as well as how the consequences of these common processes play out differently in different contexts. Finally, the course content will elucidate the role of social identification and group-dynamics in addressing authoritarianism, divided societies, democratic instability, economic underdevelopment, and violent conflict.

COURSE REQUIREMENTS

This class meets twice per week. In order to succeed in the course, you should be prepared to meet the following requirements:

1. **Attend class.**

This course will rely largely on class discussions. Class attendance is thus required in order to do well in the course. Attendance will be recorded for each class, and will constitute a portion of your participation grade.

2. **Read the assigned materials.**

The course schedule details course reading assignments day-by-day. Students are expected to have read the assigned material *before* class. *Bring readings with you to class.* For each assigned reading, you should be able to succinctly state the following:

- The question addressed.
- The author’s argument.
- The evidence presented in support of that argument.
- Your critique of the argument/evidence.

Preparing notes on these features of each reading will insure that you are prepared for class discussion and will also assist you greatly on the final exam.

3. Be attentive and participate in class.

Students will maximize the course's benefits by actively engaging in in-class discussions and activities. It is the responsibility of the student to raise questions when something is unclear. Regular and active participation will be recorded during each class meeting, and will constitute a portion of your participation grade.

4. Complete required assignments and take scheduled exams on time.

All exams must be taken when scheduled and assignments must be turned in on time, with exceptions made only for the following excused absences:

- Documented University sanctioned event
- Documented death in the family
- Observation of a religious holiday
- Illness or injury that prevents attendance

Unexcused late assignments will be penalized a letter grade for each 24-hour period they are turned in after the due date and time.

ASSIGNMENTS AND EVALUATIONS

1. Participation – 20%

Regular attendance and active participation in class discussion will constitute 20% of your final grade. Points will be deducted for unexcused absences, consistent tardiness, and failure to participate in class discussions.

2. Personal Essays – 10%

You will write two 500-word personal essays. These essays give you the chance to reflect on your own social identities and the ways in which you use identities in interacting with others. As these are personal essays, there is no right or wrong answer – you will receive full credit for following the directions provided in the syllabus and turning your essays in on time.

3. Journal Analysis (Qualitative Research Methods)– 20%

This assignment has two parts. The first part requires each student to keep an ethnographic journal of conversations they overhear or participate in that concern social identities. Students will learn how to take effective field notes in week 2 and will have 2.5 weeks to collect data. In week 5, students will code and analyze their ethnographic data during two lab sessions. The second component of the assignment is to use the data collected to write a 1000-word (or less) memo describing and making sense of the use of identity in normal conversations. The research memo is due at the end of week 6. Students will be evaluated on the quality of their field notes, the effectiveness of their coding of the data, and the content of their research memo, and a rubric will be provided.

4. Survey Data Analysis (Quantitative Research Methods)– 20%

This assignment requires students to use quantitative methods to explore relationships between nationalism, ethnicity, and outcomes of interest using real data. The two class meetings during week 12 will introduce students to a statistical software for data analysis (STATA) and real data from 16 sub-Saharan African countries. During the second class meeting in week 12, students will

turn in a one-page research proposal based on that data. Then, they will carry out that research (with the professor's assistance) in-class and write up their results in a 1000-word (or less) memo due at the end of week 13.

5. Final Exam– 30%

The final exam for this course will be a take home, open book essay exam. Students will be presented with a list of possible essay questions on the final day of class (Thursday, 4/17/14) and will select two questions from that list. Each question must be answered in essay format and with proper references. Final exam essays are due via Carmen by 5pm on the designated final exam day.

Letter grades correspond to the following percentages:

A: 93-100	B: 83-86	C: 73-76	D: 60-66
A-: 90-92	B-: 80-82	C-: 70-72	E: <60
B+: 87-89	C+: 77-79	D+: 67-69	

COURSE MATERIALS

You may wish to purchase the following books, as we will read large portions of them. Copies are available for purchase in the University book store, and inexpensive copies are widely available online. If you do not wish to purchase them, all books are also on reserve in Thompson Library:

- Hutchinson, John and Anthony D. Smith (eds.). 1994. *Nationalism*. Oxford, UK: Oxford University Press.
(Referred to in the syllabus as the *Nationalism Reader*)
- Hutchinson, John and Anthony D. Smith (eds.). 1996. *Ethnicity*. Oxford, UK: Oxford University Press.
(Referred to in the syllabus as the *Ethnicity Reader*)
- Laitin, David D. 2007. *Nations, States, and Violence*. New York, NY: Oxford University Press.
(Referred to in the syllabus as *Nations, States, and Violence*)
- Abdelal, Rawi, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott (eds.). 2009. *Measuring Identity: A Guide for Social Scientists*. New York, NY: Cambridge University Press.
(Referred to in the syllabus as *Measuring Identity*)

All other readings will be available at least one week in advance through the Carmen course site.

COURSE POLICIES

Academic and Personal Integrity:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but

not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentaffairs.osu.edu/csc>.

Distractions:

Please arrive on time and do not leave before the end of class. I prefer that you do not use your laptop or cell phones during class time. If you must use your laptop to take notes, please refrain from checking email and browsing the internet.

Students with Disabilities:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

COURSE TOPICS

Wk1: COURSE OVERVIEW

Tuesday 1/7 Course Introduction

Ethnicity Reader, Chapter 4 (Eriksen), p. 28-31. [4]

Thursday 1/9 What is identity?

Fearon, James. 1999. "What is Identity?" Mimeo, Stanford University. [37]

Measuring Identity, Chapter 1 (Abdelal, Herrera, Johnston, and McDermott), p.17-32. [16]

Brubaker, Rogers. 2004. "Beyond Identity" in *Ethnicity Without Groups*. Cambridge, MA: Harvard University Press. p. 28-63. [35]

SECTION I: STUDYING NATIONALISM AND ETHNICITY

Wk 2: STUDYING IDENTITY

Tuesday 1/14 Social Identities in Everyday Life

Billig, Michael. 1995. "Introduction" in *Banal Nationalism*. London, UK: Sage Publications. p. 5-6, 9-12 only. [6]

Brubaker, Rogers, Margit Feischmidt, Jon Fox, and Liana Grancea. 2006. "Introduction" in *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town*. Princeton, NJ: Princeton University Press. p. 1-19. [20]

Personal Essays

Write two 500-word essays. These essays will only be read by your professor, so please be as candid and self-reflective as possible.

- **Essay 1**

Describe the social identity to which you feel the most attached and explain why.

- **Essay 2**

Discuss a social identity group towards which you hold/held a negative stereotypical view. Describe the group, your beliefs about members of the group, and from where you believe these beliefs come. Also discuss any personal experiences that have called your beliefs into questions (challenged your stereotype).

Due (via Carmen) by 5pm.

Thursday 1/16 How to Study Identity?

Measuring Identity, “Introduction” (Abdelal, Herrera, Johnston, and McDermott), p. 3-9. [7]

Measuring Identity, Chapter 3 (Sylvan and Metkas), 72-96. [25]

Nationalism Reader, Chapter 23 (Conner), p. 154-159. [5]

Writing Field Notes:

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. “Ch. 1, Fieldnotes in Ethnographic Research” and “Ch.2, In the Field: Participating, Observing, and Jotting Notes,” in *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press. p 1-18. [19]

WK 3: DEFINING ETHNICITY AND NATIONALISM

Tuesday 1/21 What is Ethnicity?

Ethnicity Reader, Introduction, p. 3-7 only. [4]

Ethnicity Reader, Chapter 12 (Barth), p. 75-82. [8]

Nationalism Reader, Chapter 7 (Conner), p. 36-46. [10]

Fearon, James and David D. Laitin. 2000. “Ordinary Language and External Validity: Specifying Concepts in the Study of Ethnicity.” Mimeo, Stanford University. p. 6-12 only. [7]

Chandra, Kanchan. 2012. “What is Ethnic Identity? A Minimalist Definition” in *Constructivist Theories of Ethnic Politics*. New York, NY: Oxford University Press. p. 51-96. [46]

Thursday 1/23 What is Nationalism?

Nationalism Reader, Introduction, p. 3-13. [11]

Nationalism Reader, Chapter 1 (Renan), p. 17-18. [2]

Nationalism Reader, Chapter 3 (Weber), p. 21-25. [5]

Nationalism Reader, Chapter 4 (Deutsch), p. 26-29. [4]

Ethnicity Reader, Chapter 11 (Conner), p. 69-75. [6]

Gellner, Ernest. 1983. *Nations and Nationalism*. Ithaca, NY: Cornell University Press. p. 1-7. [8]

WK 4: THE NATURE OF IDENTITY

Tuesday 1/28 Primordialism vs. Constructivism

Ethnicity Reader, "Introduction: Approaches to Ethnicity," p. 7-10 only. [4]

Nationalism Reader, Chapter 15 (Van Den Berghe), p. 96-103. [8]

Ethnicity Reader, Chapter 6 (Geertz), p. 40-45. [5]

Van Evra, Stephen. 2001. "Primordialism Lives." *APSA-CP Newsletter* 12(1): 20-22. [3]

Ethnicity Reader, Chapter 7 (Eller and Coughlin), p. 45-51. [6]

Chandra, Kanchan. 2012. "How Ethnic Identities Change" in *Constructivist Theories of Ethnic Politics*. New York, NY: Oxford University Press. p. 135-152 only. [17]

Thursday 1/30 Debating Primordialism vs. Constructivism

Brubaker, Rogers. 2004. "Ethnicity as Cognition" in *Ethnicity Without Groups*. Cambridge, MA: Harvard University Press. p. 64-87. [24]

In-Class Debate

Come prepared to argue in favor of either side of this debate (primordial or constructivist). Positions will be randomly assigned and a debate will be held during class.

WK 5: QUALITATIVE RESEARCH

Tuesday 2/4 Coding Field Notes [[Meet in Derby 125 Computer Lab](#)]

Carefully reread your ethnographic field notes.

Emerson, Robert, Rachel Fretz, and Linda Shaw. 1995. "Ch. 6, Processing Fieldnotes: Coding and Memoing," in *Writing Ethnographic Fieldnotes*. Chicago, IL: University of Chicago Press. p 18-32. [14]

Coding Ethnographic Field Notes

Bring your ethnographic field notes with you to class in whatever form you collected them (handwritten, typed, etc.). Make sure you have reread your notes prior to class. Class time will be spent coding your data and writing "initial memos."

Thursday 2/6 Identifying Themes and Focused Coding [[Meet in Derby 125 Computer Lab](#)]

Coding Ethnographic Field Notes

Bring your coded ethnographic field notes from the previous class with you. Make sure you have reread your initial codings prior to class. Class time will be spent identifying themes, conducting focused coding, and outlining your qualitative research memo.

SECTION II: IDENTITY AS THE DEPENDENT VARIABLE

WK 6: WHERE DO THESE IDENTITIES COME FROM? I

Tuesday 2/11 Modernization and Nationalism

Nationalism Reader, Chapter 8 (Kedourie), p. 49-56. [8]

Nationalism Reader, Chapter 9 (Gellner), p. 55-62. [8]

Nationalism Reader, Chapter 14 (Anderson), p. 89-96. [8]

Weber, Eugen. 1976. *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*. Stanford, CA: Stanford University Press. p. 485-486, 492-496. [7] **Ebook at OSU Library**
Skim: p. 195-220 (Roads), 292-302 (Military Service), 303-338 (Schools). [72]

Thursday 2/13 Modernization and Ethnicity

Ethnicity Reader, Chapter 23 (Bell), p. 138-146. [8]

Ethnicity Reader Chapter 50 (Brass), p. 301-305. [4]

Nationalism Reader, Chapter 10 (Gellner), p. 63-70. [8]

Nationalism Reader, Chapter 41 (Lijphart), p. 258-261. [4]

Bates, Robert. 1974. "Ethnic Competition and Modernization in Contemporary Africa." *Comparative Political Studies* 6(4): 457-483. [18]

Robinson, Amanda Lea. 2013. "National vs. Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of Territorial Nationalism." Mimeo, Ohio State University. [26]

Qualitative Research Memo

Write a memo about an identity group(s) of your choice based on your ethnographic field notes. Provide an analysis of how members (or non-members) of the identity group reference the group, how group references are used in conversation, and/or the meaning attached to group references. Be sure to include direct quotations from conversations you observed and a rich description of your observations. Memos should be 1000 words or less, excluding any references, and must include a word count.

Due (via Carmen) by 5pm on X/X/XXXX.

WK 7: WHERE DO THESE IDENTITIES COME FROM? II

Tuesday 2/18 The State

- Nationalism Reader*, Chapter 12 (Hobsbawm), p. 76-82. [7]
Nationalism Reader, Chapter 16 (Breuilly), p. 103-113. [10]
Nationalism Reader, Chapter 24 (Kohn), p. 162-165. [4]
Nationalism Reader, Chapter 27 (Hobsbawm), p. 177-184. [7]
Nationalism Reader, Chapter 29 (Anderson), p. 198-205. [8]
Nationalism Reader, Chapter 39 (Tilly), p. 251-254. [4]
Nations, States, and Violence, Chapter 4, p. 81-92 only. [12]
Ethnicity Reader, Chapter 37 (Vail), p. 229-235. [7]
Nationalism Reader, Chapter 34 (Young), p. 225-231. [7]

Thursday 2/20 Political Competition

- Nationalism Reader*, Chapter 11 (Narin), p. 70-76 [6]
Nationalism Reader, Chapter 13 (Brass), p. 83-89. [7]
Ethnicity Reader, Chapter 14 (Brass), p. 85-90. [5]
Posner, Daniel. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98(4): 529-545. [16]
Fearon, James. 1999. "Why Ethnic Politics and "Pork" Tend to Go Together." Mimeo, Stanford University. [16]

WK 8: WHERE DO THESE IDENTITIES COME FROM? III

Tuesday 2/25 Psychological Predisposition

- Gil-White, Francisco J. 2001. "Are Ethnic Groups Biological 'Species' to the Human Brain? Essentialism in Our Cognition of Some Social Categories." *Current Anthropology* 42(4): 515-536. [21]
Kurzban, Robert, John Tooby, and Leda Cosmides. 2001. "Can Race be Erased? Coalitional Computation and Social Categorization." *Proceedings of the National Academy of Sciences* 98(26): 15387-15392. [5]
Hale, Henry. 2004. "Explaining Ethnicity." *Comparative Political Studies* 37(4): 458-485. [25]

Thursday 2/27 Change in Identities Over Time

- Nations, States, and Violence*, Chapter 2. [29]
Chandra, Kanchan. 2012. "How Ethnic Identities Change" in *Constructivist Theories of Ethnic Politics*. New York, NY: Oxford University Press. p. 152-175 only. [24]

WK 9: RELATIONSHIP B/W NATIONALISM AND ETHNICITY

Tuesday 3/4 Can Nationalism Emerge in Multicultural Societies?

Ethnicity Reader, Chapter 29 (Tibi), p. 174-179. [6]

Putnam, Robert D. 2007. “*E Pluribus Unum*: Diversity and Community in the Twenty-first Century.” *Scandinavian Political Studies* 30(2): 137-174. [28]

Measuring Identity, Chapter 5 (Citran and Sears), p. 145-174. [30]

Thursday 3/6 Nationalism and Interethnic Relations

Nationalism Reader, Chapter 28 (Hechter and Levi), p. 184-195. [11]

Miguel, Edward. 2004. “Tribe or Nation?: Nation Building and Public Goods in Kenya versus Tanzania.” *World Politics* 56(3): 327-362. [34]

Transue, John. 2007. “Identity Salience, Identity Acceptance, and Racial Policy Attitudes: American National Identity as a Uniting Force.” *American Journal of Political Science* 51(1): 78-91. [12]

SECTION III: IDENTITY AS THE INDEPENDENT VARIABLE

WK 10: IMPACT ON DEMOCRACY

Tuesday 3/18 Ethnic Voting

Ferree, Karen. 2006. “Explaining South Africa’s Racial Census.” *Journal of Politics* 68(4): 803-815. [12]

Franck, Raphael and Ilia Rainer. 2012. “Does the Leader’s Ethnicity Matter? Ethnic Favoritism, Education, and Health in Sub-Saharan Africa.” *American Political Science Review* 106(2): 294-325. [29]

Thursday 3/20 Democratic Stability

Horowitz, Donald L. 1993. “Democracy in Divided Societies.” *Journal of Democracy* 4(4): 18-37. [20]

Chandra, Kanchan. 2005. “Ethnic Parties and Democratic Stability.” *Perspectives on Politics* 3(2): 235-252 [14].

Measuring Identity, Chapter 9 (Chandra), p. 250-275. [26]

WK 11: IMPACT ON DEVELOPMENT

Tuesday 3/25 Ethnicity and Economic Development

Alesina, Alberto and Eliana La Ferrara. 2005. “Ethnic Diversity and Economic Performance.” *Journal of Economic Literature* 43(3): 762-800. [33]

Miguel, Edward and Mary Kay Gugerty. 2005. “Ethnic Diversity, Social Sanctions, and Public Goods in Kenya.” *Journal of Public Economics* 89(11-12): 2325-2368. [26]

Thursday 3/27 Nationalism and Economic Development

Greenfield, Leah. 2001. "Introduction" in *The Spirit of Capitalism: Nationalism and Economic Growth*. Cambridge, MA: Harvard University Press. p.1-28. [28]

Shayo, Moses. 2009. "A Model of Social Identity with an Application to Political Economy: Nation, Class, and Redistribution." *American Political Science Review* 103(2): 147-174. [21]

WK 12: IMPACT ON VIOLENCE

Tuesday 4/1 Ethnicity and Conflict

Fearon, James and David D. Laitin. 2000. "Ordinary Language and External Validity: Specifying Concepts in the Study of Ethnicity." Mimeo, Stanford University. p. 12-15 only. [4]

de Figueiredo, Rui and Barry R. Weingast. 1999. "The Rationality of Fear: Political Opportunism and Ethnic Conflict" in Barbara F. Walter and Jack Snyder (eds.) *Civil Wars, Insecurity, and Intervention..* New York, NY: Columbia University Press. p. 261-302. [32]

Nations, States, and Violence, Chapter 1. [27]

Thursday 4/3 Nationalism and Conflict

Herrmann, Richard K., Pierangelo Isernia, and Paolo Segatti. 2009. "Attachment to the Nation and International Relations: Dimensions of Identity and Their Relationship to War and Peace." *Political Psychology* 30(5): 721-754. [30]

Schrock-Jacobson, Gretchen. 2012. "The Violent Consequences of the Nation: Nationalism and the Initiation of Interstate War." *Journal of Conflict Resolution* 56(5): 825-852. [23]

WK 13: QUANTITATIVE RESEARCH

Tuesday 4/8 Quantitative Data Analysis in STATA [[Meet in Derby 125 Computer Lab](#)]

Afrobarometer Network. 2006. "Citizens and the State in Africa: New Results from Afrobarometer Round 3." Afrobarometer Working Paper No. 61. p. 1-7 [8]

Chambliss, Daniel F. and Russell K. Schutt. 2010. "Elementary Quantitative Data Analysis" in *Making Sense of the Social World: Methods of Investigation*. Thousand Oaks, CA: Pine Forge Press. p. 154-175. [21]

Introduction to STATA

Students will be introduced to the STATA statistical software package during class. We will use the Round 3 Afrobarometer dataset to explore relationships between ethnicity, nationalism, and public opinion.

Thursday 4/10 Quantitative Data Analysis [[Meet in Derby 125 Computer Lab](#)]

Afrobarometer Network. 2008. "Afrobarometer Data Codebook for Round 3."
Identify relevant variables for analysis.

African Country Dataset Codebook.
Identify relevant variables for analysis.

Quantitative Research Proposal

Prepare and bring with you a one page summary of your proposed research project. Outline your question, hypothesis, independent variable (concept and operationalization), dependent variable (concept and operationalization), and data source (most of you will use Afrobarometer Round 3 and/or the additional country dataset).

Due in class on Thursday, 4/10/14.

WK 14: LOOKING FORWARD

Tuesday 4/15 Dealing with Diversity

Ethnicity Reader, Chapter 55 (Smootha and Hanf), p. 326-333. [8]

Ethnicity Reader, Chapter 56 (McGarry and O'Leary), p. 333-341. [8]

Nations, States, and Violence, Chapter 5. [31]

Thursday 4/17 Multiculturalism, Globalization, and Post-Nationalism

Nationalism Reader, Chapter 49 (Schlesinger), p. 316-325. [10]

Nations, States, and Violence, Chapter 4, p.92-100 only. [8]

Koopmans, Ruud and Paul Statham. 1999. "Challenging the Liberal Nation-State? Postnationalism, Multiculturalism, and the Collective Claims Making of Migrants and Ethnic Minorities in Britain and Germany." *American Journal of Sociology* 105(3): 652-696. [42]

Quantitative Research Memo

Write a memo analyzing quantitative data on ethnicity and/or nationalism and another variable of your choice. Be sure to have a clear argument and use data to test your argument (it's okay if you are wrong!). Present the results of your quantitative analysis using either tables or graphs. Memos should be 1000 words or less, excluding tables, graphs, and any references, and must include a word count.

Due (via Carmen) by 5pm on Friday, 4/18/14.

FINAL EXAM

Final Exam

Final exam questions will be distributed in class on Thursday 4/17/14. Choose two (2) questions from the list of questions. The exam is open book, but you may not collaborate with other students.

Due (via Carmen) by 5pm on Thursday, 4/24/14.

GE RATIONALE AND ASSESSMENT PLAN

POLITICAL SCIENCE 3200H

HONORS NATIONALISM AND ETHNICITY:
THE POLITICS OF BELONGING

Amanda Lea Robinson
robinson.1012@osu.edu

COURSE DESCRIPTION AND GENERAL EDUCATION RATIONALE

This course explores socio-political identities – especially ethnicity and nationality – from a comparative perspective. Drawing upon theories from political science, psychology, anthropology, sociology, and economics, we will study the origins and characteristics of these identities, as well as their consequences for democracy, economic development, and violent conflict. The course materials will be largely theoretical, but build on cases from around the world.

This course will fulfill two General Education (GE) course requirements. First, the study of nationalism and ethnicity has always been a multidisciplinary endeavor, but, unfortunately, rarely an interdisciplinary one. It has in fact been argued that the study of these identities has been hampered by the fact that scholars in different disciplinary traditions have worked independently on similar questions, without the benefit of disciplinary cross-fertilization or the accumulation of knowledge. One of the primary goals of this course is to bring together many of the disparate strands of literature across the social sciences and humanities in order to better understand the origins and implications of national and ethnic group identification. Thus, the course fulfills the requirements and goals of the the General Education (GE) designation as a Cross-Disciplinary Seminar.

Second, the course will also focus on introducing and using standard methods in social science research, and students will engage in hands-on learning of both qualitative and quantitative empirical methods. While the focus of these research projects will be on ethnic and national identification, student learning will reflect an understanding of the tools that social scientists use to study politics more broadly, and how social science influences social policy. Thus, the course also fulfills the requirements for the Social Science (Organizations and Politics) General Education requirement.

GE IN CROSS-DISCIPLINARY SEMINAR

Goals

Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Achieving Expected Learning Outcomes

1. Students understand the benefits and limitations of different disciplinary perspectives.

As outlined above, the study of group identification, in general, and of national and ethnic forms of group identification, in particular, has spanned multiple disciplines: anthropology, economics, history, political science, psychology, and sociology. Consistent with this multidisciplinary tradition, course readings include scholars from all of these traditions, published in top journals and presses for each discipline. Because many of the authors write on the same topic from different disciplinary perspectives, students will be introduced to the disciplinary particularities of scholarship within the context of a single topic. As a result, it will be more manageable to ask students to identify the commonalities and differences across fields, as well as the benefits and limitations of different approaches. Such questions will be central to our class discussions.

2. Students understand the benefits of synthesizing multiple disciplinary perspectives.

Moving beyond the multidisciplinary tradition in the study of nationalism and ethnicity, the course will encourage the interdisciplinary consolidation of knowledge. Through demonstrations within lectures, I will model the process of integrating and synthesizing findings from across different disciplinary approaches, including “translating” concepts, identifying common findings, highlighting inconsistencies, and triangulating seemingly disparate evidence into a consolidated understanding of a particular question or problem. By modeling the benefits of consilience to the scholarly study of nationalism and ethnicity, students will be encouraged to adopt this approach in their own learning, within and beyond this particular course.

3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Students will have a chance to try their hand at disciplinary syntheses during in class discussions and when undertaking original research. As the course examinations will cover readings from multiple disciplines, students will be required to apply their knowledge from multiple disciplines to the study of nationalism and ethnicity. In the two research projects, they will be asked to adopt the research traditions of different disciplines across the two assignments. The final exam will include essay questions that require interdisciplinary synthesis, and one question will ask students explicitly to enumerate the benefits of a interdisciplinary approach to the study of nationalism and ethnicity.

Assessment of Expected Learning Outcomes

The effectiveness of this course in achieving the expected learning outcomes outlined above will be determined in three ways:

1. The course's final examination will require the application and consolidation of information from multiple disciplines. The course will be deemed successful in meeting these learning outcomes if at least 75% of students pass the exam.
2. The final examination will include a long essay questions asking students to outline the different disciplinary approaches covered in the class, discuss their relative benefits and limitations, and to suggest at least two ways in which a interdisciplinary approach teaches us something about nationalism and ethnicity that we would not know by limiting ourself to a single discipline. The learning outcomes will be have been met if most students (at least 75%)
3. Written student feedback concerning the key learning outcomes will be elicited on the last day of class. Students will be asked directly about whether and how the interdisciplinary approach in the course aided their learning, and whether they feel that each learning outcome was achieved. This feedback will be anonymous, and will be turned in by one of the students to the Department of Political Science in order to protect anonymity. The Department of Political Science keeps this feedback on file as part of our internal course review process. The course will be deemed successful by this criteria if more than three quarters of the students feel that the three expected learning outcomes have been met in their case.

Based on these three forms of feedback, and in consultation with my senior colleagues, I will adjust the assigned readings and evaluation methods in order to increase my success in meeting the expected learning outcomes. Student feedback on their learning outcomes, along with university and departmental SEIs, will be archived by the Department of Political Science.

GE IN SOCIAL SCIENCE: INDIVIDUALS AND GROUPS

Goals

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Achieving Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

Students will read primary scholarship from political science and related disciplines that utilize a variety of social science methods to understand the origins, persistence, and implications of social identification in general, and ethnic and national forms of group identification in particular. These methods will be discussed explicitly for every assigned reading that includes original research. The framework will focus on the following key steps in the social scientific process: theory generation, deriving observable implications from theory, stating those observable implications as falsifiable hypotheses, operationalizing concepts, deriving results, drawing conclusions from those results, and determining the scope of those conclusions. By assigning research articles and chapters that use a variety of research methods, including ethnographic, archival, case comparative, experimental, and econometric, students will observe how different methods proceed through the different stages of social science research.

In addition, students will carry out two original research projects as part of the course. The first research assignment uses qualitative research methods.

Students collect ethnographic notes on any conversations they overhear or read on social media that concern identity or groups. They keep these ethnographic journals for two weeks. Then, during two dedicated lab days, students learn in a hands on way how to code qualitative data in a systematic way. Based on the coding they do in and out of class, they write an integrative memo on one or more of the themes that emerge from their data collective efforts. This assignment thus teaches students not only how to collect and analyze original data, but also how to learn inductively from their data and make sense of it within a theoretical context.

The second research assignment requires students to carry out quantitative data analyses and write up a second research memo. During two dedicated course meetings, students will learn how to use a common statistical software program, STATA, to identify and describe statistical relationships between different variables. We will use a dataset comprised of public opinion surveys from Africa, which include data on key variables discussed in class: ethnic identity, national identity, relative strength of ethnic and national identification, and a host of indicators of ecumenic and political development. Students will formulate a falsifiable hypothesis, test it using the quantitative data, and present their results in a research memo. This assignment teaches students how to analyze quantitate data using basic statistical relationships, and how to use data to test theory deductively.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Many of the readings for this class focus on understanding individual behavior as a function of group level dynamics. This approach recognizes the crucial role of social identity groups in organizing and shaping human social processes, without which it becomes hard to understand some behavior. We will study in particular the means by which individuals come to identify with particular politically relevant groups, such as an ethnic group or a nation, and then how and under what circumstances such ethnic or national identification influences individual behaviors, such as voting and vote choice, economic decision making and cooperation, and the willingness to use violence against other individuals and groups. By studying particular instances of these general processes across many different regions of the world, students will appreciate both the commonalities in social identity formation and functioning across cultures, as well as

how the consequences of these common processes play out differently in different contexts.

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

The course will explore in detail some of the most pressing problems in the world today: authoritarianism, divided societies, democratic instability, economic underdevelopment, and violent conflict. We will study the impact that ethnic and national identities play in both addressing and perpetuating these problems, as well as whether and how policy can harness the power of group identity and ameliorate its negative implications.

Assessment of Expected Learning Outcomes

The effectiveness of this course in achieving the expected learning outcomes outlined above will be determined in three ways:

1. Class discussions will require students to summarize the argument presented in a of the reading, identify the key components of the research design, and offer an assessment of the approach's strengths and weaknesses. In addition, student research projects will evaluate the students' ability to apply the social scientific method to real data and make a compelling argument based on their findings. The first goal will be met if all of the students earn a passing grade on the two research assignments.
2. The final exam will include two essay questions, both of which require a synthesis of material from across the course topics. Both questions will require students to explain why individuals behave in particular ways a function of group identity, and how such group-level dynamics influence policy outcomes and institutional design. Three quarters success in explaining the relationship between individuals and social groups, and how this influences outcomes like democracy, development, and conflict, will be deemed successful.
3. Written student feedback concerning the key learning outcomes will be elicited on the last day of class. Students will be asked directly about whether they feel that each learning outcome was achieved. This feedback will be anonymous, and will be turned in by one of the students to the Department of Political Science in order to protect anonymity. The Department of Political Science

keeps this feedback on file as part of our internal course review process. The course will be deemed successful by this criteria if more than three quarters of the students feel that the three expected learning outcomes have been met in their case.

Based on these three forms of feedback, and in consultation with my senior colleagues, I will adjust the assigned readings and evaluation methods in order to increase my success in meeting the expected learning outcomes. Student feedback on their learning outcomes, along with university and departmental SEI, will be archived by the Department of Political Science.

Honors Nationalism and Ethnicity: The Politics of Belonging

Political Science 3200H

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COURSE DESCRIPTION

This course explores socio-political identities – especially ethnicity and nationality – from a comparative perspective. Drawing upon theories from political science, psychology, anthropology, sociology, and economics, we will study the origins and characteristics of these identities, as well as their consequences for democracy, economic development, and violent conflict. The course materials will be largely theoretical, but build on cases from around the world. The course will also focus on introducing and using standard methods in social science research, and students will engage in hands-on learning of both qualitative and quantitative empirical methods.

Because this is an honors seminar, there is a fairly heavy reading load and a high level of engagement by students is expected. Class meetings will be largely focused on group discussion with very little lecturing by the professor. For this to be productive, you must read and think critically about assigned readings before we meet, as well as speak up and engage with your fellow students during class. The discussion-based class format and the in-class debate will develop and strengthen critical thinking, confidence in public speaking, respectful and constructive debate skills, and competence in analytical argumentation. The two research methods assignments, and the final exam, will develop students' research and writing skills.

JUSTIFICATION FOR HONORS DESIGNATION

HOW GOALS WILL BE ACHIEVED

There are two specific goals of this course. The first goal is that students learn about the main theoretical debates in the study of nationalism and ethnicity, and the bodies of scholarship addressing them. This goal will be achieved by reading and discussing theoretical articles and book chapters from multiple fields in the social sciences and humanities, as well as a focus on discussion during class meetings. The course is organized thematically, with separate sections understanding the myriad definitions of social identity, nationalism, and ethnicity; how ethnicity and nationality map onto social identities; the different origins of national and ethnic forms of social identification; and their implications for democracy, development, and conflict.

The second goal of the course is for students to understand the methodologies used to conduct research in social science. This goal will be achieved by focusing a significant portion of the class time to working through research design and execution within scholarly works we read, and by carrying out original research twice during the course of the semester (see below).

BREADTH AND DEPTH OF MATERIAL

The honors version of this course has considerably more assigned readings than the non-honors version of the course in an effort to add both breadth and depth of understanding. In terms of breadth, the readings cover all regions of the world, come from multiple different disciplines, and were written over a long period of time. As a result, students gain an understanding of the phenomena of nationalism and ethnicity that is not particular to one place, time, or discipline. In terms of depth, in addition to the use of two different “readers” - textbooks that include excerpts from the classic works on nationalism and ethnicity - students will engage with original scholarship that requires them to explore a particular case or place in more detail. In addition, the research projects will require a particularly deep knowledge of one topic, which will allow each student to develop specialization in an area of particular interest to him or her.

LEARNING ABOUT RESEARCH METHODOLOGY

As discussed above, learning about how research is actually done in the social sciences is a key goal of the course. This means that the honors version of this course will rely on more primary research articles/chapters, published in top academic journals and presses, than on secondary source summaries of research conclusions. Thus, students will not just learn what the current consensus is on a particular topic, but will engage with the scholarship, understand the research design, and – importantly – be able to evaluate its strengths and weaknesses.

In addition, and perhaps more importantly, the students will take on two different independent research projects during the course of the semester. These assignments are only possible in the honors version of the course, where the small class size allows for more one-on-one advising through the research process. The first research project will develop qualitative research skills, including collecting original data through ethnographic observation, compiling field notes, qualitative coding of themes, and using those field notes to construct an argument about the nature and function of social identities in everyday life. The second research project requires mastery of basic quantitative research methods applied to existing public opinion data from Africa. For this second project, students will learn how to use a statistical software package to identify and analysis patterns in the data.

COURSE ASSIGNMENTS

A key component of this course, and one that contrasts with the non-honors lecture based version of the course, is student engagement in class discussions. Thus, a large percentage of the students’ final grades depends on their active participation in class, both orally and in their written work. Students will also be asked to reflect on their own social identities and their use of social identity in interacting with others around. This assignment, which comes early in the semester, connects the theoretical and often historical accounts from our readings to concrete phenomena in their own lives. The two research project assignments, described in detail above, are also limited to the honors version of this course. In addition to developing research methodology skills, the students learn how to consolidate the evidence they have collected and use it to make a convincing written argument. Finally, the final course exam (and the only exam of the semester) will be entirely essay based. The point of the exam will not be to demonstrate the ability to memorize material, but instead the

ability to use what they have learned to construct original arguments and apply their knowledge to new contexts. As such, students will have 7 days to complete the exam, and they will be encouraged to use all of their materials – notes and readings – to complete the exam. The metric for success on the exam will be a demonstration of command of the literature, an ability to consolidate disparate literatures to address a single problem, and the use of critical thinking skills in evaluating the merit of different arguments.

STUDENT FACULTY CONTACT

The smaller nature of the honors version of this course will allow for much more contact between the professor and each student individually than is possible in the lecture (non-honors) version of this course, both in class and in office hours. During class discussions, students will engage with the professor (as well as other students) in back and forth debates about the readings topics of discussion. Further, students will receive feedback on all assignments directly from the professor, rather than a graduate teaching assistant who typically grades assignments in the non-honors version of this course. Finally, during the class time devoted to hands on research, the professor will meet with each student about his or her project.

INTELLECTUAL EXCHANGE BETWEEN STUDENTS

A central component of this course will be to draw on students' diverse backgrounds to make sense of the interdisciplinary approaches to understanding social and political identities. To capitalize on that diversity, however, it is crucial to create a classroom environment in which students feel comfortable speaking up, challenging each other, and questing their own assumptions out loud. To do this, I will model for the students how to engage, question, and challenge in a respectful and constructive way. I will also encourage them to question their own beliefs and preconceptions, showing that it is okay (and even encouraged) to change your mind. This will help create a safe and comfortable environment in which students can use their fellow students and the professor as allies in thinking through difficult concepts or making sense of complex historical processes. This level of inter-student exchange is simply not possible in the larger, non-honors version of this course.

CREATIVE THINKING

Creative thinking will be encouraged in a number of ways. First, students will be asked to not only *read* the assigned readings prior to class, but to think through the implications the reading and develop questions and critiques to be discussed in class. This encourages students to read actively, engaging with the material, rather than simply passively consuming the material. Second, class discussions will push the students to identify underlying (often implicit) assumptions that are crucial to a particular argument, and to take an argument about one context and apply it to another. Third, the original research projects require creative thinking – in generating a question, choosing an approach, and situating one's finding within the larger literature. Research is, by nature, a creative process, and students learn this best by doing it themselves.

INTERDISCIPLINARY ORIENTATION

The study of nationalism and ethnicity has always been a multidisciplinary endeavor, but, unfortunately, rarely an interdisciplinary one. It has in fact been argued that the study of these identities has been hampered by the fact that scholars in different disciplinary traditions have worked independently on similar questions, without the benefit of disciplinary cross-fertilization or the accumulation of knowledge. One of the primary goals of this course is to bring together many of the disparate strands of literature across the social sciences and humanities in order to better understand the origins and implications of national and ethnic group identification. In addition, the course gives students hands-on experience using social scientific methods from different disciplinary traditions through two original research projects.

PEDAGOGY

The pedagogical approach in this course will be student-centered and focused on active learning rather than instructor-centered teaching. This means that every class meeting will incorporate activities that facilitate exchange between the students and the professor, between the students and their peers, and between different ideas and topics from throughout the semester. These interactions will provide constant feedback and facilitate greater student engagement, as well as providing a model for how to approach the questions we will be tackling.